

2 - 1966 - 1968

November 23, 1966

John H. Knowles, M.D.
General Director
Massachusetts General Hospital

Dear Dr. Knowles:

I have an appointment with you on December 1 at 9:30 A.M. to discuss the feasibility of the School of Nursing applying for Educational Opportunity Grants for qualified students. The materials enclosed describe the program and the obligation of participating institutions. We are in the process of collecting necessary data in order to fill out the application forms. I am sending these copies to you now for your background information.

While it may be that as a hospital School of Nursing we shall not qualify, we would like to pursue this if it meets with your approval, so that another source of financial aid will become available to those of our students who qualify.

Sincerely yours,

Encs.
NP:BF

Natalie Petzold, R.N.
Director of the School of Nursing

604 18 Technical

[illegible]

1911-1912, 1913-1914

[illegible]

There is also a small, dark, rectangular object, possibly a piece of wood or metal, lying on the ground near the center of the image. The ground appears to be a mix of dirt and small stones.

2007-08-01

... ..
... ..

December 15, 1966

Miss Sandra Seibert
432 W. Wellington
Chicago, Illinois

Dear Sandy:

I was so delighted to hear from you and to learn of your plans. I'm rather desperately behind with some correspondence; please forgive my tardiness in writing to you.

Sandy, it has seemed so much longer than three years since you left; that's how much we miss you. Certainly the experiences which you've had have been very valuable. I was extremely interested to learn about the changes at "Presbyterian-St. Lukes," and would love to learn more about them. To effect major changes is always difficult, especially if there is uncertainty about the outcomes; to undergo many changes concurrently is a monumental challenge to one's equanimity, sense of perspective and faith in human endeavor!

We are undertaking another study of curriculum to determine whether or not we can effectively shorten our program and still be true to our philosophy and objectives. The third year underwent quite a few changes this year with added faculty bringing the total number of faculty assigned to work with senior students up to 9, with Miss Hardeman as Coordinator for second and third years. We are now in the business of teaching obstetrics, as you perhaps know, so that we are looking forward to developing a maternal-child health unit, and otherwise making changes in our second year. Ruth Sleeper Hall, our School Building, is serving us well and providing us with good facilities. Have you visited since we moved into the School? I haven't seen you, but wonder if I might have been away?

Congratulations to you, Sandy, belatedly upon your appointment as Assistant to the Director, Surgical Nursing. I'm sure you were more than equal to the task.

As our program has continued to develop and as we struggle to keep it strong and make it right for the future, we've been faced too with the question of how to best organize or reorganize our faculty

December 12, 1966

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Chicago, Illinois

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strengths and leadership in the key places. I was seriously considering writing to you earlier this fall to see whether or not there might be any possibility of luring you back, but had a hunch that you would want to go on for your Master's; and at any rate that you would find the East Coast a bit too far removed from the core of your attachments. How I wish that I were wrong about the latter. If only we could have you with us as a Coordinator or in some such leadership position! Is there any hope that we might look forward to that some day? I do hope you keep in touch so that we might offer you a responsible position in the event that you could relocate in the East! I'll keep hoping!

My understanding is that the University of Minnesota is an excellent school and I would have respect for programs which they develop. While it may be that you will have some prerequisites to make up, perhaps you will gain credit by challenge examinations or from evaluation of your record. I will be more prompt in writing references or offering any other help to you that I can, Sandy.

I hope too that you will have a chance to visit us. This year I didn't get to Chicago, and last summer ('65) when I did, the time was so short, largely spent on getting acquainted with my new nephew and not-so-new niece, that I didn't call you, though I had hoped to.

My very best wishes for your success and enjoyment at school, since I'm that sure you'll be accepted. Have a very happy Christmas and New Year!

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Natalie Petzold, R.N.
Director of the School of Nursing

December 9, 1966

Miss Constance Holleran, Chief
Project Grants Section
Nurse Education & Training Branch
Division of Nursing
Bureau of State Services
800 N. Quincy Street
Arlington, Virginia 22203

Dear Connie:

How can it be that the time has flown so quickly since I received your letter, when it seemed like such an eternity, awaiting your answer? I suppose that I was really dreading yet quite certain that, upon reflection, you would have to answer as you did.

When you say that you "needed time to think" I can certainly empathize; quite an understatement, I'd say! It must have been a very difficult decision for you, Connie, since I know how much MGH must mean to you.

I would be less than honest if I didn't say that I was disappointed; we need so desperately the assistance of people with your rare talents and abilities. Yet I can understand only too well the sense of excitement and challenge which you must be experiencing as you see the program for which you are responsible emerging from its frustrating infancy, and progressing toward some of the hopes and possibilities for it which you must have envisioned; and the hopes for the future seem even greater.

Thank you too for your offer of assistance - perhaps we shall call upon you. It is always nice to know that the School of Nursing has a loyal friend in Washington! My very best wishes for your continued success and sense of personal and professional fulfillment.

Sincerely yours,

Natalie Petzold, R.N.
Director of the School of Nursing

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Nurse Education & Training Branch

Division of Nursing
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OCT - 6 1966

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
PUBLIC HEALTH SERVICE

~~WASHINGTON, D.C. 20201~~

BUREAU OF STATE SERVICES
800 N. Quincy Street
Arlington, Virginia 22203

REFER TO: DN

October 3, 1966

Miss Natalie Petzold
Director, School of Nursing
Massachusetts General Hospital
Boston, Massachusetts

Dear Petzie:

I am sorry that I have delayed responding to your proposal of last month. My travel schedule has been unusually heavy this month as I am orienting some new staff members. I also needed time to think.

I have given much thought to whether or not I should accept your offer to return to the M.G.H. as your assistant. The fact that the offer was made, I consider a privilege. The school, of course, always will have a special pull on me. However, at this time I do not feel ready to move into a position of that type.

I am just beginning to really see the program I am with develop and expand and the planning of future legislation is in process. In addition, life in Washington is pleasant and satisfying.

It would be difficult to go back to the situation at the M.G.H. where I know so many so well.

If I can be of any assistance other than in a full time capacity, please feel free to call on me. This, I am sure, is a difficult time for you and I want to extend my sincere best wishes to you as Director of the school.

Sincerely yours,

Connie

Constance Holleran, Chief
Project Grants Section
Nurse Education & Training Branch
Division of Nursing

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
BUREAU OF STATE SERVICES
300 N. BROAD STREET
ALEXANDRIA, VIRGINIA 22304

October 3, 1966

Miss Natalie Peterson
Director, School of Nursing
Massachusetts General Hospital
Boston, Massachusetts

Dear Natalie:

I am sorry that I have delayed responding to your letter of last month. My travel schedule has been unusually heavy this month as I am attending some new staff members. I also needed time to think.

I have given much thought to whether or not I should accept your offer to return to the N.E.H. as your assistant. The fact that you have asked me to do this, I consider a privilege. The school, of course, always will have a special skill in me. The very, at this time I do not feel ready to move into a position of such power.

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If I can be of any assistance other than to tell the capacity, please let me know. I am sorry that I cannot extend my assistance that would be for the Director and the school.

Sincerely yours,

Director, School of Nursing
Massachusetts General Hospital
Boston, Massachusetts

March 1, 1967

John H. Knowles, M. D.
General Director
The Massachusetts General Hospital

Dear Dr. Knowles:

Thank you for passing along to me Mr. Crockett's question about our eligibility for a grant from H.E.W. for acquisition and alteration of property for the School of Nursing.

The reference is most likely to Construction Grants to Schools of Nursing, made possible under the Nurse Training Act of 1964, and implemented by the Division of Nursing, Public Health Service, Department of Health, Education and Welfare. Boston University School of Nursing did request a grant of \$1,500,000 from the "Federal Government" for building purposes; I have no official information but I am quite certain that the source of the funds was as indicated in the first part of this paragraph.

I have enclosed a copy of a statement which summarizes the purposes, eligibility and conditions of the H.E.W. Construction Grants to Schools of Nursing. It seems to me that when Ruth Sleeper Hall was being renovated and equipped, the question of applying for a Federal Grant was raised. However, Condition #4 could not be met at the time (increased enrollment) and there was uncertainty about Condition #5.

We do know that these grants are available to those who qualify and can meet the conditions. It is certainly a source of funds which we keep in mind and are aware of.

We have taken advantage of other provisions in the Nurse Training Act: Federal Loans to Nursing Students (we requested \$34,200 Federal Capital Contribution for 1967-1968) and Payments to Diploma Schools of Nursing, to reimburse such schools for a portion of the cost of training students (we requested \$16,250 according to the formula of \$250.00 times the number of students receiving Federal Loans).

If you would like any further follow-up on this, I will be glad to pursue it.

Sincerely yours,

Encs.
NP:BF

Natalie Petzold, R.N.
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March 2, 1967

To Marian Blackwell in reply to your letter concerning the withdrawal from the school of students who are failing:

copies to Marian Blackwell

Natalie Petzold

Frances Gibbons and Louise Reid

This reply is composed of two parts, each expressing the opinion of the person writing it. Due to communication between the two parties involved a certain amount of duplication of ideas was avoided. There is also a general agreement about the material included.

Marian:

Sorry I can not agree with this at all. Because:

(1) present policies stated in catalogue

(2) students haven't a chance of passing. (at least in A. & P. and micro.) From ten years experience I have found that students failing these courses with 65 or below, when 3/4 of the course is over, can not in the few remaining hours get enough from the course to even understand basic fundamentals.

(3) It is disturbing to the rest of the students to have such people continue in class and in the dormitory.

(4) It is too time consuming for other students and instructors to try and help these people when they evidently do not comprehend the primary facts.

(5) It is frustrating for these students to know they are failing and cannot do anything about it.

(6) It arouses unfavorable feelings in these and the other students toward the school. It becomes more a police action rather than a sound educational policy.

(7) Colleges have no qualms about expulsions because of failing grades -- it is an accepted policy. It should be the same in this school.

It is my opinion that our first year faculty sessions, with Miss Petzold at the end of each quarter, are for the express purpose of

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discussing and deciding upon a course of action for those students who are not passing each and every course. I feel that time is allowed for discussion of everyone's viewpoint. All first year faculty members are present at these meetings and take part in the discussion. Therefore I believe a course of action has been agreed upon by the majority of the people present at these meetings and since this has happened I feel we all must abide by and willingly accept the vote. It serves no purpose to have these meetings if we are not willing to comply with the majority. It puts us and Miss Petzold in a very difficult position in regards to all students and parents.

Fran

Fran Gelbons

Marian:

(1) page 29 of M.G.H. School of Nursing catalogue

Refunds --"As provisions for instruction are made by the School for the entire year, no refunds of charges and fees can be made after they become due."

(2) page 33 of M.G.H. School of Nursing catalogue

Withdrawals --"The Faculty may request the withdrawal of students who fail to meet course requirements in class or clinical practice at the end of the course or term or at the end of a suitable period of guidance and evaluation."

As all students receive this catalogue before entrance and, it is assumed, have read it -- I feel that legally the school can ask failing students to leave despite the fact that money is not returned. This is not to say that I am completely against the idea of having failing students, especially when the failures are only in the sciences, remain with the school; however, I feel that several things must be considered when doing this.

(1) When these students do remain with the school, as they do now, I feel it must be because there is a chance for them to successfully complete the course or courses. If there is no such chance, then the student is not prepared to follow the sequence of courses as set up by the school and should not be allowed to continue.

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(2) Students who remain with the school should carry the full load, otherwise I can see no real reason for their being here.

-A- Students carrying only the sciences would be in class for only a few hours each week. I feel that too much free time would make them a disruptive influence to others who do not have all this time. Student's whose social life in Boston is very good might use this as a way to remain in Boston.

-B- Extra charges might be made by the hospital if the students are not in the clinical area because they, the students, would not be giving any aid to the hospital.

-C- You have not given these students any status; for example, if they stay without being in the clinical area then obviously they must leave at the end of the third quarter so you are just postponing the inevitable. You are correct in saying that at least these students would be receiving exposure to the material, but would it stop there? After all, if these students remain in the courses they are entitled to the same help as any other student in the class. I fear that unless there is some chance of a passing grade in the course for this student, other students who do have a chance of passing may lose out because of time conflict.

(3) Another factor which is important to me is the psychological implication involved. I feel that even if a girl is intending to return, it is better for her mental health if she is away from the school once it is determined that at the present time she cannot pass. Many students put this time to good use earning money to help them through the following year. Some girls need this time period in which to become more mature, certainly a factor which had probably been influential in their original course failures.

There is, still further, the student who does not fit into any of these classifications -- i.e. the girl who really wants nursing, who seems to have good potential, but who is always scared -- then I question whether realistically this is the field for that student. I don't think we are doing her any favor by keeping her in an environment where she is always on edge. At this point I feel a re-evaluation is necessary. If an additional six months can help her to be more confident and at ease, then I think return to the school

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Louise

Louise Reib

March 1, 1967

Miss Natalie Petzold
Chairman, Executive Faculty Committee
Massachusetts General Hospital
School of Nursing

Dear Miss Petzold,

I would like to suggest to the Executive Faculty that they consider an alternative regarding the disposition of Second Quarter freshmen with failing grades.

In view of the fact that all freshmen students pay one full year 's tuition, it is my firm conviction that every student faced with failure after the Second Quarter, if her health permits, should be given the choice of continuing classwork throughout at least the third quarter. This choice would not extend to the clinical area if, in the opinion of her nursing instructors, the student could not be supervised adequately to work safely with patients. This policy would not affect pass or fail standards. Any student who desired this alternative would begin the Third Quarter in full awareness that she would be required to repeat the year if she plans to continue in nursing school.

Although I believe that this alternative would rarely be acceptable to a student in this predicament, I am persuaded that a choice such as this remains the legal and ethical right of each matriculated freshman unless and until it is in some way violated by her own conduct.

Sincerely,

(copies to members of Executive
Faculty and Science Instructors)

Marion Blackwell
Dorothy Monroe

March 1, 1937

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(copies to members of Executive
Faculty and Science Instructors)

March 15, 1967

Mrs. Marian Blackwell
Miss Dorothy Monroe
Instructors
Massachusetts General Hospital
School of Nursing

Dear Mrs. Blackwell and Miss Monroe:

Thank you for the concern and interest which you have shown regarding the School's practice of requesting students to leave when they do not meet certain standards after appropriate periods of evaluation.

The questions which you raised have been carefully reviewed. Because the Executive Committee feels that no blanket policy would be appropriate or serve the best interests of the students or the School, we have voted to continue our present practice which is to consider each situation of a failing student on an individual basis; to review all appropriate data; to gather recommendations from the faculty supported by their appraisal of the student and then to make a decision about the student's continuing in the program or withdrawal. Only in unusual circumstances would it seem wise to have a student remain if she is eligible to attend only 6-8 hours of class a week. However, in a few rare instances we have given a student the opportunity to complete a course or two while she was on a leave of absence basis and living at home or outside of the residences.

It is carefully pointed out to students before they enter that refunds of tuition are not made. If students re-enter, then a special plan for their expenses is made.

Sincerely yours,

Natalie Petzold, R.N.
Director of the School of Nursing
NP:BF

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Miss Dorothy Monroe
Instructors
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Director of the School of Nursing

NP:BP

June 5, 1967

Mrs. Robert Newnham
2107 N. Oak Lane
State College, Pennsylvania 16801

Dear Pat:

Undoubtedly you know by now that we have taken care of your Pennsylvania nurse registration form.

It was good to hear from you and to learn that life is pleasant and satisfying for you - even if away from Boston.

Today, June 1, as I sit here in my woolen dress, I'm aware that Spring is finally coming. The sun is glorious; the birds are singing and the trees in front of the Bulfinch are beginning to leaf out. Trusting! The skeleton of the surgical services building is beginning to flesh out, and looms tall behind the Bulfinch. The Shriners Hospital on Blossom Street is nearing completion and we soon shall have this facility to consider for some student experience.

We are planning ahead for 1968 when McLean will have closed its School of Nursing and we shall be providing our own faculty, and teaching Psychiatric Nursing, using some of the facilities at McLean. Maternity Nursing which we have successfully taught for almost one year now will be merged with Pediatrics to form a Maternal-Child Health program.

We are pleased in general with the way things are going - it has been quite a satisfying year. I continue to feel that this is an "exciting" and "good" place to be associated with.

Sincerely yours,

Natalie Petzold, R.N.

NP:BF Director of the School of Nursing

June 2, 1967

Mr. Robert Newman
2101 W. Oak Lane
State College, Pennsylvania 16801

Dear Pat:

Undoubtedly you know by now that we have taken care
of your Pennsylvania nurse registration form.

It was good to hear from you and to learn that life
is pleasant and satisfying for you - even if away from Boston.

Today, June 1, as I sit here in my woolen dress, I'm
always that Spring is finally coming. The sun is shining; the
birds are singing and the trees in front of the Ballinoch are
beginning to leaf out. Trusting! The skeleton of the surgical
services building is beginning to flesh out, and looks tall behind
the Ballinoch. The Shriners Hospital on Blossom Street is nearing
completion and we soon shall have this facility to consider for some
student experience.

We are planning ahead for 1968 when Nolan will have
closed the School of Nursing and we shall be providing our own
facility, and teaching Psychiatric Nursing, using some of the
facilities at Nolan. Maternity Nursing which we have always
fully taught for almost one year now will be merged with Pediatrics
to form a Maternal-Child Health program.

We are pleased in general with the way things are going -
it has been quite a satisfying year. I continue to feel that this
is an "exciting" and "good" place to be associated with.

Sincerely yours,

Kathleen Peterson, R.N.
Director of the School of Nursing

WP:BB

2107 N. Oak Lane
State College, Pa.
16801
May 4, 1967

Miss Natalie Petzold
Director, School of Nursing
Mass. General Hospital
Boston, Mass 02114.

Dear Miss Petzold:

Enclosed is my application form for Pennsylvania nurse registration. It was returned to me because the picture size was not exact. I have had new pictures taken (see one attached). Now it must be signed again by the director of my home school. I underline above because Miss Hardemann signed Miss Sleeper's signature in her absence when this form was originally submitted and Harrisburg office didn't approve same. (More red tape!) When your signature has been added over front of my picture, please return the form to me at above address.

We are all well here and getting gradually accustomed to

small town living. How I miss
Boston and old friends! Bob
is happy in his job at Penn
State and enjoys both teaching
and research. Randy is 15 mo. old
now & walking.

I hope all is going well
for you in your new position.
You must be so very busy!
It is always nice to hear news
of M.G.H. and the school -
Thank you for your help
with enclosed form -

Sincerely,
Pat Newham

October 1967

To: Guidance Counselors

The great need for more nurses is a matter of national concern and a variety of educational programs are rapidly being developed to meet this need.

In guiding young men and women interested in a career in nursing, we believe that for many the School of Nursing based in a hospital setting offers excellent placement opportunities on completion of a sound three-year educational program.

The Massachusetts General Hospital School of Nursing, because it is part of one of the leading teaching hospitals in the country, includes in its program unique clinical experience for its students.

We would appreciate it if in your counseling you would bring our School to the attention of students whom you feel would qualify and benefit from our program. We are enclosing some flyers for posting and distribution. We will gladly supply more of the flyers if you would like to have them.

Sincerely yours,

Enclosures Natalie Petzold, R.N.
Director of the School of Nursing

October 1967

To: Librarians

The great need for more nurses is a matter of national concern and a variety of educational programs are rapidly being developed to meet this need.

We believe that for many men and women interested in a nursing career the School of Nursing based in a hospital setting offers excellent placement opportunities upon completion of a sound three-year educational program.

The Massachusetts General Hospital School of Nursing, because it is part of one of the leading teaching hospitals in the country, includes in its program unique clinical experience for its students.

We would appreciate it if you would help to keep the public informed about our School of Nursing by posting the enclosed flyers. We will gladly supply more if you would like to have them.

Sincerely yours,

Enclosures

Natalie Petzold, R.N.
Director of the School of Nursing

October 1957

To: Librarian

The great need for more nurses is a matter of national concern and a variety of educational programs are rapidly being developed to meet this need.

We believe that for many men and women interested in a nursing career the School of Nursing based in a hospital setting offers excellent placement opportunities upon completion of a second three-year educational program.

The Massachusetts General Hospital School of Nursing, because it is part of one of the leading teaching hospitals in the country, includes in its program unique clinical experience for its students.

We would appreciate it if you would help to keep the public informed about our School of Nursing by posting the enclosed flyers. We will gladly supply more if you would like to have them.

Sincerely yours,

Kathleen Fetsold, R.N.,
Director of the School of Nursing

Enclosures

file
November 17, 1967

Mrs. Patricia Miller, Nursing I Instructor
Amarillo Hospital District
Northwest Texas Hospital
Box 1110
Amarillo, Texas 79105

Dear Mrs. Miller:

Miss Petzold has referred your letter of October 11 to the science teachers and here is our late reply.

Under separate cover, we send you a copy of our current school bulletin. As you see, we do not give a major core course in sciences. We are, in fact, concerned about our heavy concentration of science courses in the first year. About twelve years ago, we did have a core course which we discontinued after careful study which led to revision of the curriculum. At present, we delay presentation of Anatomy and Physiology of eye and ear (five hours) to the second year for the unit on nursing care of patients, but we have doubts about continuing this.

Our social science content includes more cultural anthropology than sociology emphasis being on the ways of the middle class white American society which we tend to take for granted. Consideration of social problems fits better into our second year course in Ambulatory Nursing (when students are assigned to our Clinics or Out-Patient Department). The instructors are nurses with a strong background in public health. Students select for group study and presentation specific problems and community resources. (Of course, other second and third year courses emphasize these concepts, too).

The social sciences of the first year are, of course, referred to in the second year course in Psychiatric Nursing, when the student's knowledge and use of her own personality is intensified.

I hope this may be helpful to your Committee. Good luck to your Committee! We, too, are groping.

Sincerely yours,

HS/leb
Helen Sherwin
Coordinator of Science Instruction

CC Miss Petzold, Miss F. Gibbons, Miss M. Grady

November 17, 1967

Mrs. Patricia Miller, Nursing I Instructor
Amarillo Hospital District
Northwest Texas Hospital
Box 1110
Amarillo, Texas 79102

Dear Mrs. Miller:

Miss Petzold has referred your letter of October 11 to the
science teachers and here is our late reply.

Under separate cover, we send you a copy of our current school
bulletin. As you see, we do not give a major course in science.
We are, in fact, concerned about our heavy concentration of science
courses in the first year. About twelve years ago, we did have a more
course which we discontinued after careful study which led to revision
of the curriculum. At present, we delay presentation of Anatomy and
Physiology of eye and ear (five hours) to the second year for the unit
on nursing care of patients, but we have doubts about continuing this.

Our social science content includes more cultural anthropology
than sociology-emphasis being on the ways of the middle class white
American society which we tend to take for granted. Consideration of
social problems fits better into our second year course in laboratory
nursing (when students are assigned to our clinics or Out-Patient
Department). The instructors are nurses with a strong background in
public health. Students select for group study and presentation
specific problems and community resources. (1 course, other second
and third year courses emphasize these concepts, too).

The social sciences of the first year are, of course, referred
to in the second year course in Psychiatric Nursing, when the student's
knowledge and use of her own personality is intensified.

I hope this may be helpful to your Committee. Good luck to
your Committee! We, too, are groping.

Sincerely yours,

Helen Stewart
Coordinator of Science Instruction

MS/ab

CC Miss Petzold, Miss F. Gibbons, Miss M. Grady

January 16, 1968

Miss Thelma Wells
Alumnae Office
Walcott House

Dear Miss Wells:

I regret that my "speech" at Homecoming consisted only of outlined notes, not ready for publication. At the moment we are immersed in much "after hours" work preparing materials for the accreditation report and keeping up with obligations I have assumed with the professional organizations. After the first part of March I should be able to prepare something for the QUARTERLY, and I shall be more than happy to do so. I am truly sorry that I cannot take the time right now.

Sincerely yours,

Natalie Petzold, R.N.
Director of the School of Nursing

NP:BF

January 16, 1968

Miss Thelma Wells
Almanac Office
Wainwright House

Dear Miss Wells:

I regret that my "speech" at Homecoming consisted only of outlined notes, not ready for publication. At the moment we are immersed in much "after hours" work preparing materials for the accreditation report and keeping up with obligations I have assumed with the professional organizations. After the first part of March I should be able to prepare something for the QUARTERLY, and I shall be more than happy to do so. I am truly sorry that I cannot take the time right now.

Sincerely yours,

Kathleen Petroff, R.N.
Director of the School of Nursing

WT:BP

Massachusetts General Hospital
Nurses' Alumnae Association

Quarterly Record
January 11, 1968

MGH School of Nursing

JAN 15 1968

Dear Miss Petzold,

I wondered if you might have a copy of the speech you gave at Homecoming this year or if you could provide some information about the school for the alumnae. The next issue of the Quarterly due out in late February will deal with last September's graduation as one of its items; I thought it might be appropriate and interesting to catch up on the school's news at the same time. I hope this request does not arrive at a busy time; I await word from you. A note at my home address (78 Peterborough Street, Boston) or at the Alumnae Office would allow me to make plans for the next magazine issue. If time and circumstances make this request impossible, I would be delighted to print an article from you at any time.

Sincerely,

Michael D. De
Editor

March 27, 1968

Margaret C.
29 Sisson Avenue
Hartford, Connecticut

Dear Margaret:

This is in answer to your letter asking for help in deciding whether to attend a hospital nursing school or a college nursing school. There are many questions which you must ask yourself so that you might arrive at a decision.

What are your goals for the future and what type of nursing do you wish to engage in? For teaching, administration, and research in nursing a college education is a necessary prerequisite.

What kind of an atmosphere will be motivating for you to learn in? That of a hospital or hospital school, or that of a college?

Are there limitations of time and money which might be deciding factors?

I should like to describe both programs to you in the hope that you will be able to decide which best fits your needs.

A program leading to a diploma in nursing is conducted by a single-purpose school which is usually under the auspices of a hospital. This program serves the interest and the needs of those who want an education centered in a hospital and who want an early and continuing opportunity to be with patients and with the personnel who provide health services.

The curriculum in such a course of study is geared to the preparation of the graduate as a nurse practitioner. The primary focus of instruction and related clinical experience is on the nursing care of patients in a hospital, though some other community health agencies may also be used.

Diploma program graduates understand basic scientific principles. They are prepared to use these principles in giving nursing care, in recognizing indications of diseases, disabilities, and needs of their patients. Graduates have the understanding and the skills necessary to organize and to implement a plan of nursing that will meet the needs of patients and to plan for the care of patients with associated health personnel.

Diploma graduates are eligible for state examinations for licensure as registered nurses. After licensure they are qualified for general duty nurse positions in medical, surgical, obstetric, pediatric, and psychiatric nursing. Diploma programs tend to be two years and nine months or three years in length, though some are completed in less time.

A program in nursing leading to a baccalaureate degree is conducted by an educational unit in nursing that is an integral part of a college or university and is organized and controlled in the same way as similar units in the institution.

The purpose of the baccalaureate program is to serve the needs of students who want: the opportunity to learn the humanistic and scientific bases for the care of patients; to have practice in giving this care; the general advantages of a college or university preparation, and; baccalaureate education as a prerequisite to preparation for teaching or administrative work.

The curriculum is usually organized as a four-year program. It includes a balance of general and professional education coordinated so that courses in communication skills and biological and behavioral sciences are integrated into the upper division courses in nursing. It is also enriched throughout with the greatest possible breadth of liberal education. The courses in nursing include the fundamentals of teaching and administration as they relate to professional nursing care.

Graduates of baccalaureate degree programs are broadly prepared as practitioners of professional nursing, to give nursing care to people in various settings, and to interpret and demonstrate such care to others. They have beginning competence in planning, directing, and evaluating the outcome of nursing care given by associated nursing personnel working with them. These graduates are eligible for state examinations for licensure as registered nurses. They are prepared for beginning nursing positions in community health services and for advancement without further formal education to positions requiring beginning administrative skills such as head nursing.

The costs of these programs vary and it is best to inquire about this at specific schools. Financial aid in some form is available through many schools.

Sincerely yours,

Natalie Petzold, R.N.
Director of the School of Nursing

NP:BF
c.c. Mr. Shulman

Diploma program graduates understand basic scientific principles. They are prepared to use these principles in giving nursing care, in recognizing indications of disease, diagnosis, and needs of their patients. Graduates have the understanding and the skills necessary to organize and to implement a plan of nursing that will meet the needs of patients and to plan for the care of patients with associated health personnel.

Diploma graduates are eligible for state examinations for licensure as registered nurses. After licensure they are qualified for general duty nurse positions in medical, surgical, obstetric, pediatric, and psychiatric nursing. Diploma programs tend to be two years and nine months or three years in length, though some are completed in less time.

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The purpose of the baccalaureate program is to serve the needs of students who want the opportunity to learn the humanistic and scientific bases for the care of patients; to have practical training; to gain the general advantages of a college or university preparation; and, baccalaureate education as a preparation for preparation for teaching or administrative work.

The curriculum is usually organized as a four-year program. It includes a balance of general and professional education considered as that courses in communication skills and biological and behavioral sciences are integrated into the upper division courses in nursing. It is also enriched throughout with the greatest possible breadth of liberal education. The courses in nursing include the fundamentals of teaching and administration as they relate to professional nursing care.

Graduates of baccalaureate degree programs are broadly prepared as practitioners of professional nursing, to give nursing care to people in various settings, and to interpret and demonstrate such care to others. They have practical competence in planning, directing, and evaluating the outcome of nursing care given by subordinated nursing personnel working with them. These graduates are eligible for state examinations for licensure as registered nurses. They are prepared for beginning nursing positions in community health services and for advancement without further formal education to positions requiring beginning administrative skills such as head nursing.

The costs of these programs vary and it is best to inquire about this at specific schools. Financial aid in some form is available through many schools.

Sincerely yours,

Natalie Potsoff, R.N.
Director of the School of Nursing

W.B. 77
C.A. H. Shuman

April 2, 1968

Mrs. Karl W. Treen
10041 Ridgley Drive
Garden Grove, California

Dear Mrs. Treen:

I am sure that you understand we receive many requests for information related to projects such as your. In general, in the interests of time and productivity, we can thoroughly answer or assist only with authorized research projects.

However, I would like to let you know that we have no plans for the immediate future to change the type of program (diploma) which we now offer. We constantly strive to offer the finest possible program, changing in content and structure according to social change, student needs, resources available, advances in medicine, nursing and education.

We feel a real commitment to continue to provide an educational program that will prepare qualified graduates to add to the nurse power so desperately needed all over the country. The overwhelming need for well prepared nurses is our mandate to continue as long as we have well qualified students and faculty and high quality of resources and learning experiences to further the aims of the program.

Sincerely yours,

NP:BF

Natalie Petzold, R.N.
Director of the School of Nursing

April 2, 1968

Mrs. Karl W. Treen
10041 Ridgely Drive
Garden Grove, California

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Sincerely yours,

Natalie Petzold, R.N.
Director of the School of Nursing

WPT:ER

file
April 25, 1968

Miss Vohns
Apt. II
49 Brimmer St.
Boston, Mass.

Dear Miss Vohns:

I regret indeed the circumstances which occurred last Thursday evening as you walked on River Street past the School of Nursing residence; it is most understandable that you would be startled and upset.

We appreciate your letting us know of this, otherwise we might not have had the opportunity to follow up with the student so that she would realize the potentially serious consequences of a careless and thoughtless act. While no malicious or deliberate intent was involved, and while as a group the students practice good citizenship, we feel as you do that they must respect the rights of others and foresee and prevent any ill effects on others by their behavior.

Please let me assure you that we are pursuing this matter with the students. If you would write to me or call me at 726-3135, I would be pleased to have the opportunity to discuss the matter with you and to provide payment for any cleaning bills which might have resulted if any water splashed on your clothes.

Once again I apologize for the students for the anxiety and concern which you were caused.

Sincerely yours,

Natalie Petzold, R.N.
Director of the School of Nursing

NP:BF

April 25, 1968

Miss Vohns
Apt. II
19 Brimmer St.
Boston, Mass.

Dear Miss Vohns:

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Please let me assure you that we are pursuing this matter with the students. If you would like to me or call me at 736-3132, I would be pleased to have the opportunity to discuss the matter with you and to provide payment for any cleaning bills which might have resulted if any water splashed on your clothes.

Once again I apologize for the students for the anxiety and concern which you were caused.

Sincerely yours,

Kathleen Petzold, B.N.
Director of the School of Nursing

WP:BF

May 29, 1968

Mrs. Steven W. McGanka
Assistant Director, School of Nursing
Union Hospital
Fall River, Massachusetts

Dear Mrs. McGanka:

Miss Petzold has referred to me your inquiry concerning the clinical practice of our men students. Men were admitted to our School for the first time in September of this year and have been assigned to clinical practice for the past nine months. The faculty had to consider the very issues you question.

The Massachusetts General Hospital has no policies restricting the practice of graduate male nurses. At the present time men hold head nurse, supervisor, staff, and faculty positions and are assigned to mixed patient areas. It is our philosophy to offer the identical curriculum and learning experiences to all students admitted to the School. The instructors routinely plan alternating male and female patient assignments for all students. Specifically, we do not delete any procedures or experiences for the men.

It is our belief that a well prepared nurse should be able to provide competent nursing care for the patient and perform any procedure with dignity. No patient should have to go without care due to the embarrassment or uneasiness of the nurse. I hasten to add that in the practical situation students have needed support and direction during initial intimate contact with patients. This has been equally true of both female students and male students. We have tried to encourage the men to assess the individual nursing situation and determine, as a part of their clinical judgment, such things as: Would it be desirable to have a female chaperon present during certain aspects of care for a particular patient, or would a teenage female patient be more comfortable and less anxious if a female nurse were asked to take over specific treatments?

May 29, 1968

Prior to assigning our men to female patients, the instructor spoke with each prospective patient. Refusal by a patient has been rare, and the men have been requested by other female patients on the Unit. We do not make any procedural assignments, and since the instruction concerning insertion of catheters is scheduled for next month, none of the men have had experience doing either male or female catheterizations. They have had experience with female patients who required complete baths, frequent perineal dressing changes, enemas, Sitz baths, removal of Foley catheters, and perineal care.

Men students are assigned within the regular clinical rotation pattern and are assigned separately to various areas. We have made no attempt to assign them to a male faculty member or group them together for clinical experience, since this would seem to us to foster an unrealistic situation for both personal and professional growth.

I hope this is the type of information which will be helpful to you in your planning.

Sincerely yours,

(Miss) Audrey R. Brady
Coordinator, First-Year Nursing

ARB:MKV

MAY 22, 1968

-3-

Mrs. Steven W. McGowan

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The students are assigned within the regular clinical rotation and are assigned separately to various areas. We have made no attempt to assign them to a male facility or group them together for clinical experience, since this would seem to us to foster an unbalanced attitude for both personnel and professional growth.

I hope this is the type of information which will be helpful to you in your planning.

Sincerely yours,

(Name) Andrew R. Brady
Coordinator, First-Year Nursing

ABR:MBV

Telephone 445-2900

May 24, 1968

Dear Friend:

The Bay State Banner is a weekly newspaper serving Boston's black community. With a circulation of 15,000, we reach 70 percent of the black households in Boston. A sample copy is enclosed.

We are now preparing our second annual educational supplement to be distributed next September. The supplement will run as a second section of the paper and will also be distributed by itself to black students of high school age. Particularly, the supplement will go to students in Upward Bound programs, which are geared for college preparation.

We invite you to participate in this supplement with both a story and an ad.

The story should include details on tuition and living costs, scholarships, profile of student body, courses of study, typical jobs and salaries of graduates, and special features such as work-study programs. Pictures are welcome. Many colleges try to direct their story to black youths by such techniques as asking their black students to write them.

The ad must be a minimum of a quarter page (cost is \$147.) A rate card giving our mechanical requirements is enclosed.

The students in the black community suffer from lack of guidance, and they find the information and colorful stories of great help and interest. Thus our first educational supplement, with schools ranging from Harvard to the Mass. Trade School, was a great success.

We hope you will decide to participate in this important project.

Sincerely,

Nancy Schiefflin
Nancy Schieffelin

June 25, 1968

Miss Nancy Schieffelin
Bay State Banner
25 Ruggles St.
Roxbury, Massachusetts 02119

Dear Miss Schieffelin:

Thank you for inviting us to advertise our School of Nursing program in The Banner. However, it is not our policy to advertise in any newspaper or magazine. We recruit actively for all programs in nursing, participate in the recruitment program sponsored by the Nursing Council of the United Community Services of the Massachusetts Bay Area and are participating members of C.O.P.E.

We sponsor two "Open Houses" each year to make prospective student nurses aware of all programs in nursing and stress the fact that students should enter the program for which they are best suited and qualified.

Members of our Recruitment Committee work closely with ODWIN (Open the Doors Wider in Nursing) in interviewing individual students, speaking with guidance counselors, discussing nursing with interested students and making home visits.

Our policy is to recruit in small groups or on an individual personal basis in order to provide the necessary counseling and guidance.

We would be very willing to submit the dates of our "Open Houses" to you if you wish them.

Sincerely yours,

Natalie Petzold, R.N.
Director of the School of Nursing

NP:BF

June 25, 1966

Miss Nancy Schell
Bay State Banner
25 Ruggles St.
Roxbury, Massachusetts 02119

Dear Miss Schell:

Thank you for inviting us to advertise our School of Nursing program in The Banner. However, it is not our policy to advertise in any newspaper or magazine. We recruit actively for all programs in nursing, participate in the recruitment program sponsored by the Nursing Council of the United Community Services of the Massachusetts Bay Area and are participating members of C.O.N.E.

We sponsor two "Open Houses" each year to make prospective student nurses aware of all programs in nursing and stress the fact that students should enter the program for which they are best suited and qualified.

Members of our Recruitment Committee work closely with COMN (Open the Doors Wider in Nursing) in interviewing individual students, speaking with guidance counselors, discussing nursing with interested students and making home visits.

Our policy is to recruit in small groups or on an individual personal basis in order to provide the necessary counseling and guidance.

We would be very willing to submit the dates of our "Open Houses" to you if you wish them.

Sincerely yours,

Melanie Pelsold, R.N.
Director of the School of Nursing

HP:BP

July 11, 1968

Miss Linda McAleer
Bartlett Hall

Dear Miss McAleer:

As you requested, I have outlined some of the curriculum changes, to begin September 1968, for the student newspaper.

First Year

- 1) Anatomy & Physiology - decrease from 101 to 92 hours; 87 hours to be spread over three quarters in the first year; 5 hours of genetics and embryology to be included in the Junior year Maternal-Child Health. There will be better correlation of material with other courses and a new textbook and laboratory manual.
- 2) Microbiology - decreased by 5 hours to eliminate some repetitious material; still to be taught in first three quarters of the year.
- 3) Chemistry - will incorporate basic arithmetic/mathematics concepts relative to chemistry; doses - drugs & solutions in the first quarter. The total hours will be reduced from 87 to 81 and spread more evenly over the first three quarters. There will be new textbooks and laboratory manuals.
- 4) Nutrition - will not begin until second quarter, for better correlation with sciences and nursing and to reduce the number of separate courses for which a student must prepare in a given week in the first quarter.

Senior seminars - focusing on legal factors affecting food supply and nutrition in the community and the world will be included in the third year.

- 5) Vacation - In addition to the two weeks vacation at Christmas time, there will be four weeks vacation for all Freshmen, at the same time, in June. The dates are subject to change, but probably June 7 - July 9.

July 11, 1953

Miss Linda McAlister

Garfield Hall

Dear Miss McAlister:

As you requested, I have outlined some of the curriculum changes, to begin September 1953, for the student newspaper.

First Year

- 1) Anatomy & Physiology - decreases from 100 to 95 hours; 37 hours to be spread over three quarters in the first year; 5 hours of genetics and embryology to be included in the Junior year, Internal-Child Health. There will be better correlation of material with other courses and a new textbook and laboratory manual.
- 2) Microbiology - decreased by 5 hours to eliminate some repetitions material; still to be taught in first three quarters of the year.
- 3) Chemistry - will incorporate basic mathematics/chemistry concepts relative to chemistry courses - drops 2 sections in the first quarter. The total hours will be reduced from 87 to 81 and spread more evenly over the first three quarters. There will be new textbooks and laboratory manuals.
- 4) Nutrition - will not begin until second quarter, for better correlation with sciences and nursing and to reduce the number of separate courses for which a student must give care in a given week in the first quarter.
- 5) Senior seminars - focusing on legal factors affecting food supply and nutrition in the community and the world will be included in the third year.
- 6) Vacation - In addition to the two weeks vacation at Christmas time, there will be four weeks vacation for all Freshmen, at the same time, in June. The dates are subject to change, but probably June 7 - July 9.

- 6) The last week of Freshman year will be free of class and clinical assignment, and will include final and achievement exams.

Junior Year

- 1) 12 week course in Psychiatric Nursing; first 2 weeks essentially orientation with observation experiences at McLean Hospital. Following that 3 days of experience each week at McLean Hospital and 2 days of class, conferences, projects, independent study, field trips. Students will live at M.G.H. and commute to McLean on experience days.

In last 2 weeks of course particular attention will be focused on integration and application of mental health principles in the care of patients in the general hospital setting.

Four Instructors have been appointed, including two from the present faculty at McLean.

- 2) The 6 week course in Nursing Care of the Ambulatory Patient will include less content concerning eye, ear, nose and throat problems. There will be 3 days of experience, Monday, Tuesday, and Wednesday of each week, with class days on Thursday and Friday.
- 3) There will be a 6 week course in Operating Room Nursing which, after the coming year, will no longer be in the Senior year. A textbook will be purchased by students.
- 4) A course in Maternal-Child Health Nursing has been developed. It will be spread over 24 weeks, during which students will also receive 2 weeks vacation.

The total hours of class and clinical experience now devoted to Maternity Nursing and Nursing of Children will remain the same. Students in either clinical area will have one common class day and one class day devoted more specifically to Maternity Nursing or Nursing of Children. An integrated family concept approach will be used.

- 5) Intersession content and experiences will be integrated into other courses and will not be taught as a separate entity.
- 6) Vacation. In addition to the 2 week vacation during Maternal-Child Health Nursing there will be 4 weeks vacation beginning August 4.

- (c) The last week of Freshman year will be time of class and clinical assignment, and will include final and achievement exams.

Junior Year

- (1) 12 week course in Psychiatric Nursing; first 2 weeks essentially orientation with observation experiences at McLean Hospital. Following that 3 days of experience each week at McLean Hospital and 2 days of class, conferences, projects, independent study, field trips. Students will live at M.G.H. and commute to McLean on experience days.

In last 2 weeks of course particular attention will be focused on integration and application of mental health principles in the care of patients in the general hospital setting.

Four instructors have been appointed, including two from the present faculty at McLean.

- (2) The 6 week course in Nursing Care of the Adolescent Patient will include case content concerning ear, nose and throat problems. There will be 3 days of experience, Monday, Tuesday, and Wednesday of each week, with class days on Thursday and Friday.

- (3) There will be a 6 week course in Operating Room Nursing which, after the coming year, will no longer be in the Senior year. A textbook will be purchased by students.

- (4) A course in Maternal-Child Health Nursing has been developed. It will be spread over 20 weeks, during which students will also receive 2 weeks vacation.

The total hours of class and clinical experience now devoted to Maternity Nursing and Nursing of Children will remain the same. Students in either clinical area will have one common class day and one class day devoted more specifically to Maternity Nursing or Nursing of Children. An integrated family concept approach will be used.

- (5) Information content and experiences will be integrated into other courses and will not be taught as a separate entity.

- (6) Vacation. In addition to the 2 week vacation during Maternal-Child Health Nursing there will be 4 weeks vacation beginning August 1.

Senior Year

- 1) Will be divided into 4 quarters of 12 weeks each. One quarter will include 6 weeks Operating Room Nursing and 6 weeks of vacation.
- 2) Professional Adjustments, including History of Nursing will be taught concurrently with Nursing IIIA and IIIB.
- 3) During Nursing IIIA there will be 2 days of class and 3 days of clinical experience.

There will be 6 evenings of experience from 3-11 p.m., but no night, planned leadership or weekend experience.

Clinical nursing classes and conferences will be related to clinical experiences. Students will have 2 clinical rotations of 6 weeks each.

- 4) During Nursing IIIB there will be 1 class day and $3\frac{1}{2}$ days of clinical experience, including 6 evenings. There will be clinical experience every third weekend.
- 5) During Nursing IIIC there will be 1 class day per week, and 4 days, evenings or nights of clinical experience. (A total of 8 evenings and 8 nights in this quarter)

This last quarter will include Disaster Nursing, and Planned Leadership.

- 6) Senior Week - begins August 4. (No classes or clinical experience)

Graduation date tentatively set for August 8, 1969.

There are many, many more details, too numerous or subtle to chronicle here, but the faculty welcomes the opportunity to discuss curriculum changes relating to a particular course with the students, since it is in working and planning together that changes come about.

Sincerely yours,

Natalie Petzold, R.N.
Director of the School of Nursing

NP:BF

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Sincerely yours,

Melissa Pasold, R.N.
Director of the School of Nursing

WP:BW

December 12, 1968

Miss Mary McMullen
President, Senior Class

Dear Miss McMullen:

This is to formally acknowledge our conference of November 20, 1968 and the letters which you requested that I take to the Executive Committee.

First of all, the Executive Committee reviewed requests for Graduation related activities. I have asked Miss Hardeman and Mrs. Fortmann, who were at the meeting, to relay to you our decisions. Plans to make up unexcused absences for failure to sign in "the Book" or to report to Health Clinic are still under consideration, so I can give you no answer at the moment about that matter.

The request that class advisers be voting members of the Executive Committee is inappropriate, and there are existing channels of direct communication with the Executive Committee. The Executive Committee is a working committee of 5 people who meet regularly 3 hours per week, or more, to carry on the business of the faculty between its regular monthly meetings. The effectiveness of this group would be hampered by increasing its size to include as regular members all those who might wish to have communication with the Committee; in fact its main purpose would be destroyed, which is to relieve the total faculty from the extra pressures of time and activities that must be expended weekly by the Executive Committee.

It is, and has been, the responsibility of faculty and students to submit, in writing, items for the Executive Committee Agenda, or to ask the Chairman of the Executive Committee by means of a direct conference, to refer some matters to the Executive Committee. When items are submitted to us for the agenda, we frequently invite the person to the meeting to discuss with us the proposals or concerns, etc. So that we do invite members of the faculty, representatives of the Student Organization, or other Hospital Departments to our meetings so that we will have the benefit of their insights.

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We do depend on the faculty and students to keep us informed of matters (appropriate to the Committee) which they would like to have placed on the agenda. I expect that they will assume the initiative to do so by writing to me directly, (not via minutes) or by calling me to ask that items be placed on the agenda for the Executive Committee. I will plan that for the first possible time on the agenda, usually inviting someone to come to discuss the matter with us. It is important to remember, too, that as a large and busy school our agenda is often full, so unless there are emergency matters, items must be submitted well in advance.

However we do appreciate the students' efforts to improve communications and since this is of great concern to us, too, we shall remind the faculty who are advisers of their responsibility to keep the Executive Committee informed. I would appreciate it if you would let the students know that we do want to hear from Class/S.N.C.A. representatives whenever there are matters which are related to the Executive Committee business.

To help make both faculty and students better aware of these existing channels for communication we shall ask that Class Presidents and advisers report at least once a year to the Executive Committee with the understanding that they keep us informed directly as the need arises.

Thank you for calling to my attention the fact that the lines of communication to the Executive Committee are not clearly understood. Our effectiveness as a committee depends on good communications and we shall aim to do our part to improve them.

Sincerely yours,

Natalie Petzold, R.N.

Director of the School of Nursing

NP:BF

c.c. Miss Benson, Junior Class President
Mrs. Fortmann, Senior Class Adviser
Miss Walsh, Senior Class Adviser
Miss Simpson, Junior Class Adviser
Mrs. O'Connor, Junior Class Adviser

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NURSING OUTLOOK
NEW YORK, N. Y.
MONTHLY 24,000

JUL 1974

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Before the start of the Council of Diploma Programs annual meeting, executive committee members gather in the Presidential Suite at the hotel in Kansas City, Mo., where the meeting was held. They are (l. to r.) Mary O. Martinetti, director, Los Angeles County Medical Center School of Nursing, Los Angeles; Natalie L. Petzold, director, Massachusetts General Hospital School of Nursing, Boston; George I. Sackheim, coordinator of biological and physical sciences, Michael Reese Hospital and Medical Center School of Nursing, Chicago; Ella W. Allison, Council chairman and director of nursing, Pennsylvania Presbyterian—University of Pennsylvania Medical Center, Philadelphia; and Thelma M. Dickerson, Council vice-chairman and director of nursing, Fort Sanders Presbyterian Hospital, Knoxville, Tenn.

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